27-4560-080

OVERVIEW

LINCOLN/ROOSEVELT SCHOOL DISTRICT

MORRIS

GRADE SPAN   05-06

34 HILLSIDE AVENUE

ROXBURY TWP

SUCCASUNNA, NJ 07876-1446

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

State of New Jersey
2014-15

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DEMOGRAPHIC INFORMATION

MORRIS

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GRADE SPAN   05-06

Enrollment by Grade

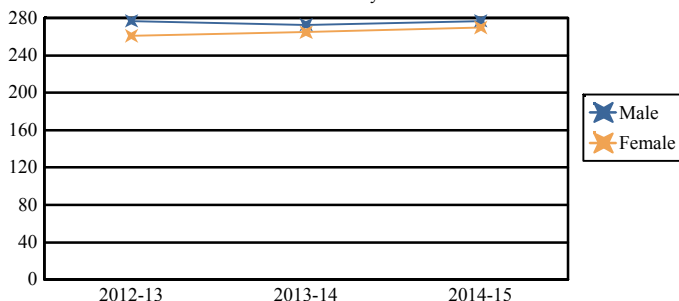This graph presents the count of students who were 'on roll' by grade in October of each school year.
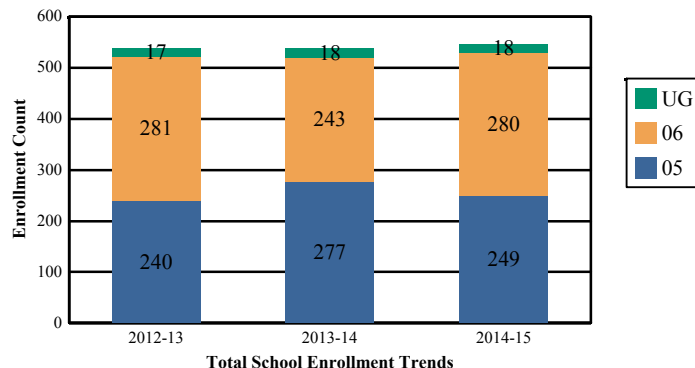
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	**538**
2013-14	**538**
2014-15	**547**

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

|	**Male**	**Female**
2012-13	277	261
2013-14	273	265
2014-15	277	270

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.
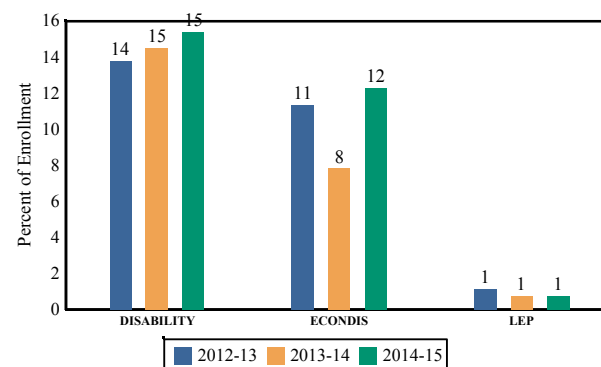
Current Year Enrollment by Program Participation		
2014-15	**Count of Students**	**% of Enrollment**
Students with Disability	84	15%
Economically Disadvantaged Students	67	12.3%
English Language Learners	4	0.7%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.
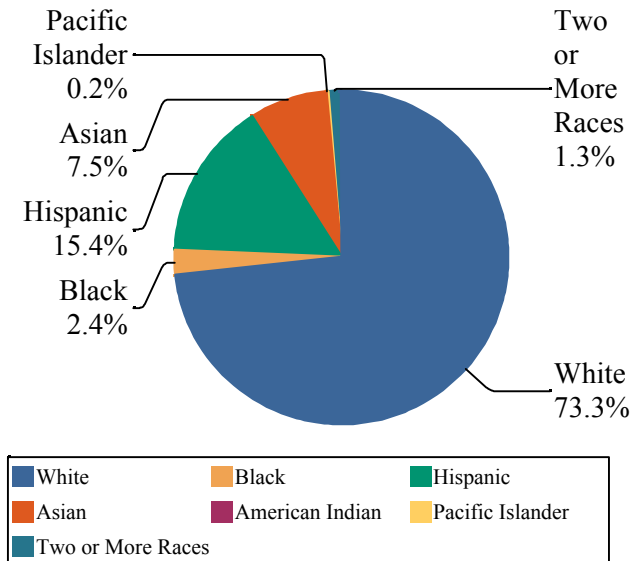
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	**Percent**
English	83.1%
Spanish	9.9%
Tagalog	1.1%
Chinese	1.1%
Russian	0.4%
Mandingo	0.4%
Other	4.1%

State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

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LINCOLN/ROOSEVELT SCHOOL DISTRICT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	52%	17	46
Math Met or Exceeded Expectation	45%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	402	51.7%	95%	75.9%	NO
White	287	52.9%	95%	72.9%	NO
African American	-	-	--	--	--
Hispanic	59	37.3%	95%	77.5%	NO
American Indian	-	-	--	--	--
Asian	39	69.2%	95%	95.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	54	13%	95%	65.5%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	49	30.6%	95%	82.8%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	402	45.2%	95%	76.1%	NO
White	287	44.3%	95%	73%	NO
African American	-	-	--	--	--
Hispanic	59	33.9%	95%	77.8%	NO
American Indian	-	-	--	--	--
Asian	39	71.7%	95%	95.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	55	10.9%	95%	66.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	49	24.5%	95%	82.8%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ACADEMIC ACHIEVEMENT   **LINCOLN/ROOSEVELT SCHOOL DISTRICT**

MORRIS   **34 HILLSIDE AVENUE**

ROXBURY TWP   **GRADE SPAN   05-06**   **SUCCASUNNA, NJ 07876-1446**

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	191	748	751	4%	16%	29%	49%	2%	51%	53%
White	136	748	757	4%	14%	29%	52%	1%	53%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	28	741	737	4%	32%	36%	25%	4%	29%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	769	771	0%	6%	17%	67%	11%	78%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	22	725	723	9%	45%	32%	14%	0%	14%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	732	734	14%	25%	36%	25%	0%	25%	31%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	749	749	6%	10%	31%	47%	5%	53%	50%
White	151	750	755	4%	10%	33%	49%	4%	53%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	31	740	736	16%	16%	23%	35%	10%	45%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	21	757	770	0%	5%	33%	57%	5%	62%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	32	716	718	38%	19%	31%	13%	0%	13%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	21	734	733	19%	14%	29%	38%	0%	38%	30%

ACADEMIC ACHIEVEMENT

MORRIS

ROXBURY TWP

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	191	745	744	3%	17%	38%	38%	4%	42%	42%
White	136	743	749	4%	15%	42%	38%	1%	39%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	28	744	733	0%	21%	39%	36%	4%	39%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	768	768	0%	11%	17%	44%	28%	72%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	23	726	724	13%	35%	39%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	730	731	7%	39%	29%	25%	0%	25%	23%

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ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	746	743	3%	15%	33%	45%	3%	48%	42%
White	151	747	749	2%	12%	37%	47%	2%	49%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	31	734	731	13%	23%	35%	26%	3%	29%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	21	758	768	0%	14%	14%	62%	10%	71%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	21	731	729	10%	24%	43%	24%	0%	24%	23%

ACADEMIC ACHIEVEMENT

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	**Grade 4**	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	**Grade 4**	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.
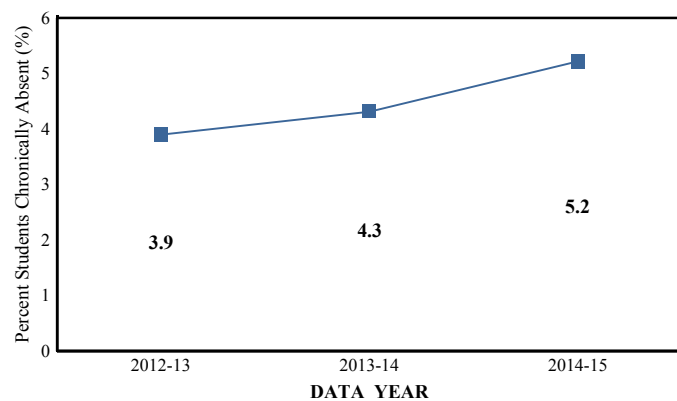

Chronic Absenteeism for 2014-15	5.22%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.
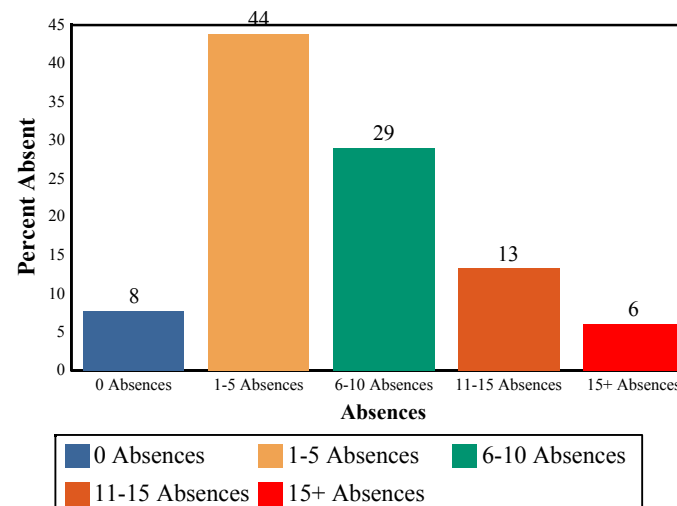
NJ SCHOOL **PERFORMANCE** Report

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GRADE SPAN   05-06

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	47	36	36	35	YES
Student Growth on Math	55	72	60	35	YES
		54	48		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	10%	2%	1%
Approached	12%	11%	7%
Met	11%	17%	20%
Exceeded	0%	0%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	8%	5%	2%
Approached	9%	13%	15%
Met	7%	15%	21%
Exceeded	0%	1%	2%

Low Growth is defined as an **Student Growth Percentile score less than 35**.

Typical Growth is defined as an **Student Growth Percentile score between 35 and 65.**

High Growth is defined as a **Student Growth Percentile score higher than 65.**

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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 05	Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile	PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	762	773
50th	749	751
25th	728	728
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	760	763
50th	744	743
25th	729	723
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

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WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 06	Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile	PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	765	770
50th	751	749
25th	733	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	762	763
50th	748	742
25th	731	721
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

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SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 18 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	274

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SCHOOL PEER GROUP
MORRIS
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GRADE SPAN   05-06

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
ATLANTIC	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MIDDLESEX	WOODBRIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MIDDLESEX	WOODBRIDGE TWP	KENNEDY PARK ELEMENTARY SCHOOL	23-5850-180	KG-05	23.1%	20.3%	2.2%
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%
MONMOUTH	WALL TWP	OLD MILL ELEMENTARY SCHOOL	25-5420-077	KG-05	12.2%	0%	15.3%
MORRIS	BUTLER BORO	AARON DECKER SCHOOL	27-0630-025	PK-04	23.7%	11%	15.3%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%

27-4560-080

SCHOOL PEER GROUP   **LINCOLN/ROOSEVELT SCHOOL DISTRICT**

MORRIS   **34 HILLSIDE AVENUE**

ROXBURY TWP   **GRADE SPAN**   **05-06**   **SUCCASUNNA, NJ 07876-1446**

MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL DISTRICT	27-4560-080	05-06	12.2%	0.7%	14.8%
PASSAIC	RINGWOOD BORO	ROBERT ERSKINE SCHOOL	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	APSHAWA ELEMENTARY SCHOOL	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	TULSA TRAIL ELEMENTARY SCHOOL	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	JAMES CALDWELL ELEMENTARY SCHOOL	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL	41-1670-050	PK-06	12.1%	0%	16.2%